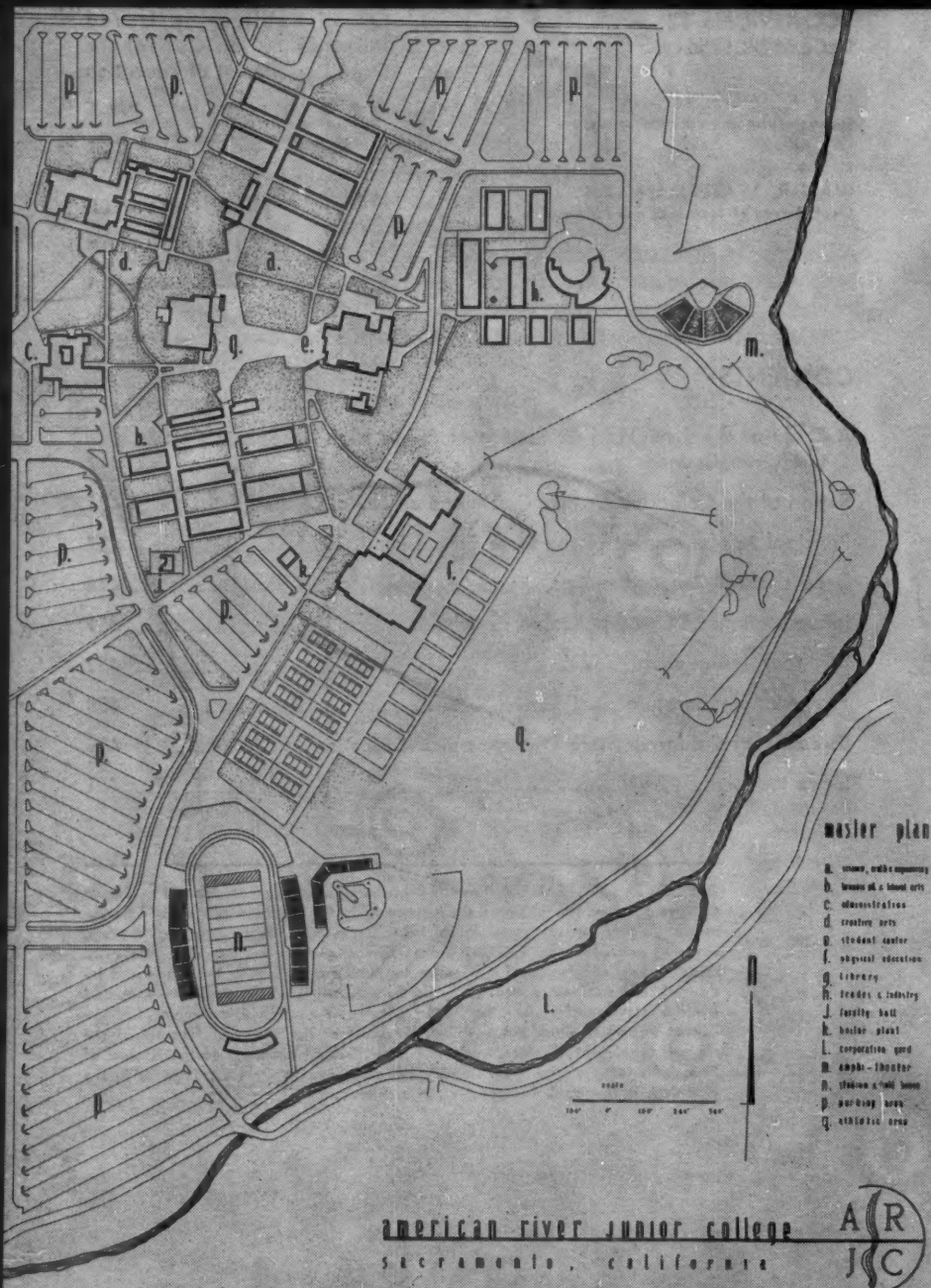


CALIFORNIA SCHOOLS

DECEMBER
1956



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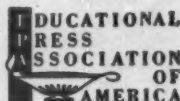
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THE COVER ILLUSTRATION shows the master plan of the American River Junior College campus. The 153-acre site is located in the northeastern part of Sacramento County, about three miles from Carmichael. Eight building clusters, covering approximately 240,000 square feet of ground will accommodate 2200 students, and will include facilities for terminal curriculums in the trade and industrial, and business education fields. Reproductions of the student center and creative arts buildings are on the back cover. American River Junior College District Superintendent, Bill J. Priest, President of the Board of Trustees of the district, Stanley W. Pretzer, and Doyt Early, School Architect of the Bureau of School Planning of the State Department of Education were participants in the planning. Barovetto & Thomas are the architects.

A STUDY OF THE JUNE 1955 GRADUATES OF PUBLIC HIGH SCHOOLS IN CERTAIN CALIFORNIA COUNTIES

H. H. SEMANS, T. C. HOLY, and L. H. DUNIGAN¹

Since the legislation of 1907 which permitted any four-year high school to add two more years to its curriculum "which course of study shall approximate the studies prescribed in the first two years of University courses," California has supported three types of public higher education institutions—junior colleges, state colleges (their forerunners were the normal schools and state teachers colleges), and the University of California. Each of these emphasizes different functions of education. The purpose of this study is to find the answer to three important questions related to the need for additional centers of the three kinds of higher education in California with their corresponding differences in emphasis.

The three questions are:

1. How do California high school graduates distribute themselves according to their eligibility for admission to the University of California, the state colleges, and the junior colleges?
2. Of those eligible to enter each of these educational institutions, what proportion actually does enter?
3. How do the admission requirements of each institution relate to the academic ability of those who qualify for admission?

Before presenting the data upon which answers to these three questions may be formulated, it seems appropriate to review briefly the functions for which the junior colleges, the state colleges, and the University take particular responsibility.

The first specific effort to spell out the functions of each of the three types of public higher education institutions was made in the 1948 Strayer Committee Report² which was authorized by the Legislature and carried out under the general direction of the Liaison Committee for the Regents and the State Board of Education. The recommendations in this report, with the exception of recommendations for a system of subsistence scholarships, were approved by both of these boards.

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²*A Report of a Survey of the Needs of California in Higher Education*. Prepared by the Committee on the Conduct of the Study, appointed by the Liaison Committee of the Regents of the University of California and the State Board of Education. [University of California Press], March 1, 1948. Pp. 132.

The concept in this report of the major functions of each of these segments is indicated in the quotations from that report which follow:¹

"... the junior colleges have consistently striven toward the goal of training for gainful occupation. It is in this area that their unique function lies."

"An important function of the junior college, and from the standpoint of the number of students as well as the standpoint of community interest perhaps its most important function, is the provision of two years of work which may be transferred to the University of California or to other standard colleges or universities. In this function California junior colleges have been pre-eminently successful."

"The vocational or occupational level for which training is provided by these [state college] curricula lies between the level that can be supplied by the two-year training of the junior colleges and the professional schools of the University. . . . It is the level between the technical training of the junior college and the professional and research departments of the university towards which the occupational curricula of the state colleges are pointed."

"... State policy with respect to the development and control of the junior colleges and state colleges should be such as to insure to the University exclusive responsibility among the public higher institutions, for training for the professions, for graduate work on the Doctor's level, and for research and scholarly endeavor of the highest type. Legislation, financing and supervision of the state colleges should be such as to insure that the State's expenditures for the advanced fields should not be dissipated among several institutions."

A Restudy of the Needs of California in Higher Education,² likewise authorized by the Legislature in 1953 and prepared under the general direction of the Liaison Committee of the Regents and the State Board of Education, recognizes the principle of differentiation of functions among the three types of public higher institutions. A recommendation based on this principle, and approved by the State Board of Education on January 3, 1955 and by the Regents on March 18, 1955 is as follows:

"It is recommended, therefore, that the junior colleges continue to take particular responsibility for technical curriculums, the state colleges for occupational curriculums, and the University of California for graduate and professional education and research."³

In view of the wide difference of functions among the three types of educational institutions it is to be expected that the admission requirements are different for each one. In the case of junior colleges, the Education Code provides that "The principal of any two-year junior college shall admit to the junior college any high school graduate and any other person over 18 years of age who in his judgment is capable of profiting from the instruction offered."⁴

¹ *Ibid.*, pp. 7, 26-27, and 40.

² T. R. McConnell, T. C. Holy, H. H. Semans. *A Restudy of the Needs of California in Higher Education*. Prepared for the Liaison Committee of the Regents of the University of California and the California State Board of Education. Sacramento 14: California State Department of Education, 1955.

³ *Ibid.*, p. 89.

⁴ Education Code Section 8821. A comparable provision is made for admission to a four-year junior college (Education Code Section 8822).

In the state colleges the authority for prescribing the standards of admission for students entering the state colleges¹ is given to the State Board of Education in joint meeting with representatives of the state colleges.

Although the Regents of the University as a constitutional body can set up their own admission requirements, they have delegated that responsibility to the Academic Senate which, subject to the approval of the Board, "shall determine the conditions for admissions, for certificates and degrees. . . ."²

Although there have been some spot checks on Questions 1 and 2, the Joint Staff has no knowledge of any extensive study of Questions 1, 2, or 3. Because of the importance of having information on these questions for the use of the Liaison Committee of the Regents and the State Board of Education, the Joint Staff early in 1956 undertook to get evidence on these items from the high schools in 41 selected counties. Of the remaining 17 counties in the state, all but two—San Francisco and Los Angeles³—are among the least populous ones and are located in areas where there is no immediate need for expanding the state's program of higher education. Since San Francisco and Los Angeles counties were served by certain junior colleges, state colleges, and campuses of the University of California, it did not seem necessary for purposes of the study to ask for a transcript analysis.

Public school administrators in 41 counties were asked to fill out, for each high school, a form designed for recording the number of June 1955 graduates who could meet the subject pattern and grade requirements for admission to the University of California, and the number of those remaining who could meet the state college admission requirements. In the case of the junior colleges, as already noted, all high school graduates are eligible for admission, so it was not necessary to make any transcript analysis for junior college admissions. A copy of the form developed for this purpose as well as for ascertaining how many of these graduates continued their formal education in the fall of 1955 and in what type of institution is on pages 428-29. This form, modified, was used in 30 of the 41 counties in order to get the intelligence level of these high school graduates. Table 1 gives the summary of responses to that part of the form dealing with eligibility for admission to the University and the state colleges. According to the Director of Admissions in the University, 90 per cent of the freshmen admitted in 1954-55 came in under the subject pattern and graduate requirements used in this form. In Table 1 attention is called to the following:

1. Of the 319 high schools in 41 counties, 265 filled out the form. These are shown in the table by county.

¹ Education Code Section 20426.

² *By-Laws and Standing Orders of the Regents of the University of California*, p. 44.

³ The other 15 counties are Alpine, Del Norte, El Dorado, Inyo, Kings, Lassen, Mariposa, Modoc, Mono, Nevada, Placer, Plumas, Sierra, Trinity, and Tuolumne.

TABLE 1
ELIGIBILITY OF JUNE 1955 GRADUATES FROM PUBLIC HIGH SCHOOLS IN SELECTED CALIFORNIA COUNTIES
TO ENTER THE UNIVERSITY OF CALIFORNIA AND STATE COLLEGES

County	High Schools in Each County ¹		June 1955 High School Graduates Reported	Number and Per Cent Meeting Entrance Requirements						Number and Per Cent Not Meeting Entrance Requirements of University or State Colleges	
				University of California		State Colleges but not University of California		Both the University and State Colleges and the State Colleges but not the University of California			
	Total	Reporting		Number	Per Cent	Number	Per Cent	Number	Per Cent		
	1	2		3	4	5	6	7	8	9	10
Alameda.....	16	16	4,035	556	13.8	1,349	1,905	2,130	47.2	2,130	52.8
Amador.....	3	3	102	15	14.7	55	70	32	68.6	32	31.4
Butte.....	5	3	568	73	12.8	161	234	334	41.2	334	58.8
Calaveras.....	2	2	105	14	13.3	33	47	58	44.8	58	55.2
Colusa.....	5	4	123	25	20.3	31	56	67	45.5	67	54.5
Contra Costa.....	14	12	2,809	345	12.3	713	1,058	1,751	37.7	1,751	62.3
Fresno.....	19	16	2,451	139	5.7	923	1,062	1,389	43.3	1,389	56.7
Glenn.....	3	1	31	5	16.1	3	8	23	25.8	23	74.2
Humboldt.....	6	5	715	51	7.1	302	353	362	49.4	362	50.6
Imperial.....	6	6	491	57	11.6	141	198	293	40.3	293	59.7
Kern.....	13	12	2,144	185	8.6	588	773	1,371	36.0	1,371	63.9
Lake.....	5	4	108	15	13.9	28	43	65	39.8	65	60.2
Madera.....	3	3	327	21	6.4	146	167	160	51.1	160	48.9
Marin.....	4	4	481	106	22.0	158	264	217	54.9	217	45.1
Mendocino.....	11	10	374	42	11.2	145	187	187	50.0	187	50.0

Merced.....	7	550	49	8.9	266	315	57.3	235	42.7
Monterey.....	6	812	98	12.1	357	455	56.0	357	44.0
Napa.....	3	343	32	9.3	88	120	35.0	223	65.0
Orange.....	12	1,730	226	13.1	453	679	39.2	1,051	60.8
Riverside.....	11	1,254	173	13.8	339	512	40.8	742	59.2
Sacramento.....	9	1,071	161	15.0	343	504	47.0	567	52.9
San Benito.....	1	126	20	15.9	15	35	27.8	91	72.2
San Bernardino.....	13	2,018	220	10.9	552	772	38.2	1,246	61.7
San Diego.....	24	4,467	441	9.9	1,617	2,058	46.1	2,409	53.9
San Joaquin.....	7	1,372	148	10.8	449	597	43.5	775	56.5
San Luis Obispo.....	5	352	48	13.6	132	180	51.1	172	48.9
San Mateo.....	10	1,839	259	14.1	532	791	43.0	1,048	57.0
Santa Barbara.....	6	731	73	10.0	230	303	41.4	428	58.5
Santa Clara.....	15	2,489	319	12.8	845	1,164	46.8	1,325	53.2
Santa Cruz.....	3	561	59	11.5	176	235	46.0	326	54.0
Shasta.....	3	414	16	3.9	90	106	25.6	308	74.4
Siskiyou.....	10	326	33	10.1	128	161	49.4	165	50.6
Solano.....	6	699	76	10.9	204	280	40.0	419	59.9
Sonoma.....	7	933	97	10.4	246	343	36.8	590	63.2
Stanislaus.....	9	1,320	98	7.4	509	607	46.0	713	54.0
Sutter.....	4	217	24	11.0	90	114	52.5	103	47.5
Tehama.....	3	180	20	11.1	47	67	37.2	113	62.8
Tulare.....	12	1,352	85	6.3	462	547	40.4	805	59.5
Ventura.....	7	934	219	23.4	273	492	52.7	442	47.3
Yolo.....	6	256	40	15.6	54	94	36.7	162	63.3
Yuba.....	3	213	20	9.4	76	96	45.1	117	54.9
TOTAL.....	319	41,423	4,703	11.4	13,349	18,052	43.6	23,371	56.4

¹ Includes only regular high schools with June 1955 graduates. Those reporting are 83.1 per cent of all the high schools in the 41 counties included in the Transcript Study. Does not include evening, vocational, or continuation high schools.

² It is assumed that graduates who meet University of California entrance requirements also meet State College entrance requirements.

2. A total of 41,423 June 1955 graduates were included in the analysis as compared with the total for the state as a whole of 90,760 for the entire year 1954-55. Taking into account those who graduated in January 1955, the 41,423 is probably somewhat more than half of the total number in the state (in Oakland, for the 1954-55 year, there were 2,265 graduates, 774 or 34 per cent of whom graduated in January).
3. Column 4 shows the number eligible in each county for admission to the University of California, while column 5 shows the per cent which that number is of the total number of graduates. It will be noted that the per cent ranges from 23.4 in Ventura County to 3.9 in Shasta County, and that for the entire group of counties, the per cent is 11.4.
4. Column 6 shows the number of remaining graduates (after deducting those who meet University of California requirements) who meet state college admission requirements, while column 7 shows the combined number of those who meet the University of California requirements and those who meet state college requirements only. When these are combined it will be seen that the per cent (see column 8), which that total is of all the graduates in June 1955 ranges from 68.6 in Amador County to 25.6 in Shasta County and that for the entire group it is 43.6.
5. Column 9 shows the number of graduates who meet neither the University of California nor state college admission requirements, and column 10 gives the per cent which that number is of the total graduates in each of the 41 counties. That per cent ranges from 74.4 in Shasta County to 31.4 in Amador County and for all counties combined there is an over-all figure of 56.4 per cent.

The Joint Staff believes that the figures in the last two columns of this table are of special significance, because they show that for 23,371 of the 41,423 June 1955 high school graduates covered in the table, the only opportunity of attending a publicly supported institution of higher education in the state is that provided by a junior college. Failure, then, to provide an adequate system of junior colleges throughout the state takes that opportunity away from some of these graduates. The Joint Staff is convinced that the provision of an adequate system of junior colleges is an essential part of the state's goal of guaranteeing equal educational opportunity to all its citizens, as neither the state colleges nor the University should change objectives to render this service.

A word of caution concerning other conclusions which might be drawn from Table 1, because certain factors are not included in it, is appropriate here. It would be unwise to draw any inferences concerning the quality of programs offered by high schools in a county as related to per cent of students meeting University of California and

state college entrance requirements. The differences on this score among counties may be due to a number of factors including the following:

1. Differences in amount of student interest in University purposes (see page 418) as compared to state college and junior college purposes. The differences in purposes result in differences in subject pattern requirements for entrance. (See the form attached at end of this report.)
2. Differences in counseling and grading practices among schools of different counties.
3. Differences in student habits of meeting all University and state college entrance requirements in high school or postponing some of the requirements to the junior college years and then transferring to the University or a state college.
4. Students in counties far from a University campus or state college may see no possibility of University or state college attendance and therefore have no reason to meet the University or state college entrance requirements.
5. Other less observable reasons may be ethnic background, status of higher education in the community, social and economic conditions in the county, and degree of student academic ability and perseverance.

The Joint Staff wishes to emphasize again that the data presented indicate (1) only the *number* of students who meet the 1956 University and state college entrance requirements, and (2) the need for adequate junior college facilities to serve the community as well as to serve the more than half of the high school graduates who meet neither the University nor state college entrance requirements, and those who prefer a junior college for either terminal or transfer purposes.

In Part C of the form, the school administrators were asked to supply information to the best of their knowledge as to how many of their 1955 high school graduates entered a junior college, state college, the University of California, or a private college or university within the state. Although the Joint Staff recognizes that few high schools are able to maintain completely accurate records of the number of their graduates who pursue their education beyond high school and of the institutions to which they go, it believes that the persons who supplied these figures are in the best position to furnish them. Because of the difficulties inherent in giving these distributions accurately, Table 2, which summarizes them, is undoubtedly less accurate than Table 1. Nevertheless, because it represents the best information at hand, it is included here. These comments are offered on it:

1. Rather than repeat certain columns in Table 1 which are essential in the calculations in Table 2 reference is made to them in the footnotes to Table 2.

2. The proximity of an institution is an important factor in the per cent of those eligible who attend it. For example, Alameda, Yolo, Santa Barbara, and Riverside Counties, where campuses of the University of California are located, rank high in the per cent of those eligible to enter the University of California who actually do so. In Humboldt, Butte, Santa Clara, Fresno, and San Diego counties, where there are well-established regional state colleges, a high per cent of those eligible actually enroll. There is a similar proportion among the junior colleges in Shasta, Napa, Kern, and Ventura Counties.
3. Since the admission requirements vary among the private colleges, it is difficult to determine the number of graduates eligible to enter these institutions.
4. From the last column in the table showing the percent of June 1955 graduates who continued their formal education, a wide variation among the counties is shown. The per cent ranges from 57 in Napa County to 6.4 in Glenn County with an over-all figure for the 41 counties of 43 per cent.

Mention was made earlier that the form used for recording the transcript study was revised, to get a distribution of the 1955 June high school graduates according to their intelligence quotients, in 30 of the 41 counties where the forms were filled out. In addition to supplying this distribution, the high schools were asked to indicate the test or tests used. Those 30 counties arranged alphabetically are as follows:

1. Butte	11. Monterey	21. Santa Cruz
2. Colusa	12. Orange	22. Shasta
3. Fresno	13. Riverside	23. Siskiyou
4. Humboldt	14. Sacramento	24. Stanislaus
5. Imperial	15. San Bernardino	25. Sutter
6. Kern	16. San Joaquin	26. Tehama
7. Lake	17. San Luis Obispo	27. Tulare
8. Madera	18. San Mateo	28. Ventura
9. Mendocino	19. Santa Barbara	29. Yolo
10. Merced	20. Santa Clara	30. Yuba

The information obtained is summarized in Table 3 which shows the distribution of 21,597 high school graduates for whom some test of intelligence was supplied. It will be seen from the table that of those who qualified for admission to the University and to the state colleges, 36.2 per cent and 11 per cent respectively were in the group with intelligence quotients above 120, while 3.8 per cent of this same group qualified for neither. Of those with intelligence quotients of 90 or less, .5 per cent and 6.7 per cent meet the University and state college requirements respectively, while 21.4 per cent meet neither. In terms of the modal point, that of the University falls within the *above 120* group, the state colleges in the *100-109* group, and for those who meet neither, in the *100-109* and the *90-99* groups.

Had a uniform test or battery of tests of aptitudes been used in the high schools included in Table 3, the Joint Staff would present the table with much more confidence in its validity. Unfortunately, 35 different mental ability tests, with varying degrees of validity, were used according to the reports of the high schools themselves. Despite this

TABLE 3

DISTRIBUTION OF JUNE 1955 HIGH SCHOOL GRADUATES FROM 30 SELECTED CALIFORNIA COUNTIES WHO MEET THE UNIVERSITY OF CALIFORNIA AND STATE COLLEGE ADMISSION REQUIREMENTS, ACCORDING TO INTELLIGENCE QUOTIENTS

Entrance Requirements ¹	High School Graduates		Per Cent of Intelligence Quotients					
	Number meeting Requirements	Number for which IQ's are reported ²	Above 120	120 to 115	114 to 110	109 to 100	99 to 90	Under 90
(Group A) University Entrance Requirements	2,996	2,216	36.2	23.0	18.0	19.0	3.3	0.5
(Group B) State College Entrance Requirements	8,868	6,813	11.0	12.7	16.4	34.2	19.0	6.7
(Group C) Neither University nor State College Requirements	15,428	12,568	3.8	6.0	9.6	29.6	29.6	21.4
TOTAL	27,292	21,597	9.4	9.8	12.6	30.0	23.6	14.6

¹ Based on the analysis of transcripts of June 1955 high school graduates in 30 counties as shown in Table 1.

² Distribution according to IQ's was not available or not reported for all high school graduates of the various entrance requirement categories. IQ data were reported for 2,216 or 74.0 per cent of the high school graduates in Group A; for 6,813 or 76.8 per cent of Group B; and for 12,568 or 81.5 per cent of Group C. IQ data were reported for 21,597 out of the 27,292 high school graduates, as included in Table 1 for these counties, or 79.1 per cent.

weakness, the table is included because it represents the only information available on this important aspect of higher education. Finally, it should be emphasized that Table 3 shows only the distribution of those who *qualify* for admission to the University and the state colleges. Actually, the distribution of mental ability of those who *do enroll* may represent an entirely different pattern.

TABLE 2
DISTRIBUTION OF JUNE 1955 GRADUATES OF PUBLIC HIGH SCHOOLS FROM 41 SELECTED CALIFORNIA COUNTIES
CONTINUING THEIR EDUCATION WITHIN THE STATE BY TYPE OF INSTITUTION

County	Number of Graduates in Each County Attending, Per Cent of All Graduates Attending, and Per Cent of Those Eligible Who Did Attend											
	University of California			State Colleges			Junior Colleges		Private Colleges		June 1955 Graduates Continuing Education within California	
	Number Con- tinuing	Per Cent of June 1955 Grad- uates ¹	Per Cent of Eligi- ble Grad- uates ²	Number Con- tinuing	Per Cent of June 1955 Grad- uates ¹	Per Cent of Eligi- ble Grad- uates ²	Number Con- tinuing	Per Cent of June 1955 Grad- uates ¹	Number Con- tinuing	Per Cent Con- tinuing ¹		
1	2	3	4	5	6	7	8	9	10	11	12	
Alameda.....	404	10.0	72.7	332	8.2	17.4	786	19.5	190	4.7	1,712	42.4
Amador.....	13	12.7	86.7	11	10.8	15.7	7	6.9	5	4.9	36	35.3
Butte.....	9	1.6	12.3	209	36.8	89.3	45	7.9	42	7.4	305	53.7
Calaveras.....	8	7.6	57.1	4	3.8	8.5	17	16.2	2	1.9	31	29.5
Colusa.....	11	8.9	44.0	17	13.8	30.4	24	19.5	9	7.3	61	49.6
Contra Costa.....	260	9.2	75.4	116	4.1	11.0	662	23.6	159	5.7	1,197	42.6
Fresno.....	76	3.1	54.7	454	18.5	42.7	422	17.2	82	3.3	1,034	42.2
Glenn.....	0	0.0	0.0	0	0.0	0.0	0	0.0	2	6.4	2	6.4
Humboldt.....	7	1.0	13.7	199	27.8	56.4	13	1.8	18	2.5	237	33.1
Imperial.....	12	2.4	21.0	17	3.5	8.6	104	21.2	46	9.4	179	36.4
Kern.....	30	1.4	16.2	56	2.6	7.2	794	37.0	51	2.4	931	43.4
Lake.....	6	5.6	40.0	9	8.3	20.9	16	14.8	10	9.2	41	38.0
Madera.....	6	1.8	28.6	39	11.9	3.4	46	14.1	10	3.0	101	30.9
Marin.....	43	8.9	40.6	18	3.7	6.8	161	33.5	28	5.8	250	52.0
Mendocino.....	13	3.5	31.0	34	9.1	18.2	42	11.2	13	3.5	102	27.3

Merced.....	16	2.9	32.6	67	12.2	21.3	116	21.1	26	4.7	225	40.9
Monterey.....	27	3.3	27.6	19	2.3	4.2	251	30.9	39	4.8	336	41.4
Napa.....	10	2.9	31.2	10	2.9	8.3	165	48.1	9	2.6	194	57.0
Orange.....	50	2.9	22.1	72	4.2	10.6	688	39.8	125	7.2	935	54.0
Riverside.....	111	8.8	64.2	43	3.4	8.4	324	25.8	71	5.7	549	43.8
Sacramento.....	31	2.9	19.2	119	11.1	23.6	316	29.5	57	5.3	523	48.8
San Benito.....	3	2.4	15.0	14	11.1	40.0	11	8.7	1	8	29	23.0
San Bernardino.....	98	4.8	44.5	34	1.7	4.4	477	23.6	98	4.8	707	35.0
San Diego.....	88	2.0	20.0	865	19.4	42.0	631	14.1	223	5.0	1,807	40.4
San Joaquin.....	40	2.9	27.0	27	2.0	4.5	466	34.0	34	2.5	567	41.3
San Luis Obispo.....	12	3.4	25.0	39	11.1	21.7	46	13.1	15	4.3	112	31.8
San Mateo.....	96	5.2	37.1	183	10.0	23.1	462	25.1	141	7.7	882	48.0
Santa Barbara.....	68	9.3	93.2	30	4.1	9.9	139	21.8	67	9.2	324	44.3
Santa Clara.....	62	2.5	19.4	563	22.6	48.4	460	18.5	104	4.2	1,189	47.8
Santa Cruz.....	20	3.9	33.9	35	6.8	14.9	194	38.0	28	5.5	277	54.2
Shasta.....	2	.5	12.5	27	6.5	25.5	190	45.9	2	.5	221	53.4
Siakiyou.....	10	3.1	30.3	35	10.7	21.7	43	13.2	20	6.1	108	33.1
Solano.....	25	3.6	32.9	40	5.7	14.3	211	30.2	21	3.0	297	42.5
Sonoma.....	27	2.9	27.8	32	3.4	9.3	287	30.8	31	3.3	377	40.4
Stanislaus.....	31	2.3	31.6	27	2.0	4.4	475	36.0	41	3.1	574	43.5
Sutter.....	6	2.8	25.0	4	1.8	3.5	93	42.8	12	5.5	115	53.0
Tehama.....	12	6.7	60.0	24	13.3	35.8	20	11.1	5	2.8	61	33.9
Tulare.....	23	1.7	27.0	40	3.0	7.3	427	31.6	32	2.4	522	38.6
Ventura.....	25	2.7	11.4	15	1.6	3.0	419	44.9	45	4.8	504	54.0
Yolo.....	23	9.0	57.5	16	6.2	17.0	17	6.6	11	4.3	67	26.2
Yuba.....	5	2.3	25.0	3	1.4	3.1	90	42.2	7	3.3	105	49.3
TOTAL.....	1,819	4.4	38.7	3,898	9.4	21.6	10,177	24.6	1,932	4.7	17,826	43.0

¹ Per cent of number of 1955 graduates shown in Table 1, Column 3

² Per cent of number of 1955 graduates shown in Table 1, Column 4

³ Per cent of number of 1955 graduates shown in Table 1, Column 7

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALIFORNIA

INQUIRY FORM ON

JUNE, 1955, 12TH GRADE GRADUATES OF THE
HIGH SCHOOLS

COUNTY _____

High School _____ Post Office _____ School District _____

In connection with the 1955 Legislative requests that studies be made of the need for state colleges in several counties of the State, the Joint Staff of the Liaison Committee of the Regents of the University of California and the State Board of Education to whom the responsibility for these studies has been assigned, has urgent need for the data requested below.

Instructions for Filling out this Form

- A. From the transcripts of the June, 1955, 12th grade graduates determine which students were eligible to attend the University of California or a state college using *only* the admission plan for each as described here, and record in the appropriate blanks below.

1. University of California

"B" average (an "A" will balance a "C") only in the *a* to *f* subjects listed below taken in the tenth, eleventh, and twelfth grades. "D" grades in an *a* to *f* subject will prevent admission.

<i>a</i> to <i>f</i> Subjects	Semester Periods
<i>a</i> U.S. history or U.S. history and civics	10
<i>b</i> English	30
<i>c</i> Mathematics (algebra, geometry, trigonometry)	20
<i>d</i> A year course in one laboratory science taken in the junior or senior year	10
<i>e</i> Foreign language (in one language)	20
<i>f</i> Advanced course chosen from <i>one</i> of the following:	
(1) Mathematics	10
(2) Foreign language if same language as above, and if different language, 20.	
(3) Physics or chemistry in addition to science offered under " <i>d</i> "	

For further clarification see a University of California Bulletin, section on *Admission to the University*.

2. State Colleges

70 semester periods of course work in subjects other than physical education and military science with grades of "A" or "B" (*not an average*) in the last three years of high school.

B. Record Data Here:

- The total number of (June 1955) 12th grade graduates _____
- How many of these met the University subject pattern requirements and the "B" average in these subjects? _____
- How many of the *remaining* 1955 high school graduates had 70 semester periods of "A" or "B" (not "B" average) grades in subjects other than physical education and military sciences? _____

C. The following data are very important. Please supply as best you can.

Of the total number of graduates as listed under Item B, 1, above, how many entered:

1. Junior college? _____
2. State college? _____
3. University of California? _____
4. A private college or university within the State? _____

D. For those students under B, 2, and B, 3, the *mental abilities* expressed as I.Q.'s. are distributed as follows using the _____ test.
If distribution is on a percentile basis, what norms were used? _____

B, 2. (University of California)

I.Q.	No. of Students	Percentile	No. of Students
Above 120	_____	90-99	_____
115-120	_____	80-89	_____
110-114	_____	70-79	_____
100-109	_____	60-69	_____
90-99	_____	50-59	_____
Below 90	_____	40-49	_____
		30-39	_____
		20-29	_____
		10-19	_____
		0-9	_____

B, 3. (State Colleges)

I.Q.	No. of Students	Percentile	No. of Students
Above 120	_____	90-99	_____
115-120	_____	80-89	_____
110-114	_____	70-79	_____
100-109	_____	60-69	_____
90-99	_____	50-59	_____
Below 90	_____	40-49	_____
		30-39	_____
		20-29	_____
		10-19	_____
		0-9	_____

For the remaining June graduates not included in either B, 2, or B, 3, the I.Q. distribution, if available (otherwise the percentile), is:

I.Q.	No. of Students	Percentile	No. of Students
Above 120	_____	90-99	_____
115-120	_____	80-89	_____
110-114	_____	70-79	_____
100-109	_____	60-69	_____
90-99	_____	50-59	_____
Below 90	_____	40-49	_____
		30-39	_____
		20-29	_____
		10-19	_____
		0-9	_____

E. Return the completed form to H. H. Semans, Room 205, 721 Capitol Avenue, Sacramento 14, California by *May 1, 1956*. An extra copy of this form is enclosed for your files.

Date _____

Filled Out By _____

Official Position _____

*A Restudy of the Needs of California in Higher Education*¹ recognized California's shortcoming in this matter and made a recommendation designed to provide a uniform basis for determining a student's ability to succeed in the field of higher education. Some discussion of the problem together with the recommendation itself is taken from page 117 of that report:

"As mentioned, the lack of scores on common tests of academic aptitude made it difficult for the Restudy staff to compare the student bodies of the junior colleges, the state colleges, and the University of California. Many states give tests of scholastic aptitude or achievement, at least to high-school seniors who expect to go to college. No such general testing is given in California. The high schools and higher institutions alike are therefore handicapped in counseling and the colleges particularly handicapped in administering policies for admitting students. The lack of general or special examinations at the end of the junior-college period or at admission to junior standing in the state colleges and the University of California are also serious omissions.

"The Restudy staff sees no reason why California should not remove these deficiencies by what is now accepted and useful practice in many other states. *It is therefore recommended that the high schools, the junior colleges, the state colleges, the University of California, and, if they so desire, independent institutions, co-operate in establishing a State-wide high-school testing program for the purpose of supplying essential data for counseling students concerning college attendance, in predicting college success, and in administering admission policies.*"

This recommendation was approved by the Liaison Committee of the Regents and the State Board of Education on December 18, 1954, and by the Regents on March 18, 1955, but as yet no action has been taken by the State Board of Education. The Joint Staff believes that there is urgent need for an attack on this problem and for the reasons indicated in the above recommendation.

In conclusion, the authors would like to express their appreciation to the secondary school personnel whose careful analysis of over 41,000 transcripts made this study possible. To them in large measure goes the credit for whatever value the study has as a basis for improved educational planning and practice.

¹ Cit. p. 418.

REPORT OF THE CALIFORNIA CENTRAL COMMITTEE ON SOCIAL STUDIES

The latest meeting of the California Central Committee on Social Studies was held in Sacramento on October 3-5, 1956. Outcomes from that meeting are summarized in this article for those who wish to be informed about the step by step progress of the Committee. A brief statement of background information is included also for those who may be less familiar with the Central Committee on Social Studies—its organization and its assigned responsibility.

BACKGROUND INFORMATION

During October of 1954 the Superintendent of Public Instruction Roy E. Simpson, at the request of the State Curriculum Commission, invited people from all parts of California to a meeting in Sacramento to express their ideas and concerns relative to the program of social studies in the public schools of California, kindergarten through junior college. The immediate problem was that the State Curriculum Commission needed information to assist in the selection of basic and supplementary textbook materials for the social studies in the elementary schools.

The most important outcome from the meeting in Sacramento was a recommendation that a thorough and comprehensive study be made of the entire social studies program, kindergarten through junior college. Subsequently the State Curriculum Commission requested the Superintendent of Public Instruction Roy E. Simpson to appoint a statewide committee to conduct such a study.

The committee thus appointed was made up of public school personnel representing the various levels of teaching and administrative or supervisory responsibility from kindergarten through junior college. Since its appointment the Central Committee on Social Studies has met seven times. Its progress has been reported orally and in writing at various times. Following its May, 1956, meeting the Committee prepared a report¹ in written form to summarize its program up to that time and to indicate the next steps involved in carrying out its responsibility.

LATEST MEETING OF THE CENTRAL COMMITTEE

The Central Committee on Social Studies plans to meet three times during the 1956-57 school year. The first of the series of three meetings

¹ "Progress Report on Social Studies." Prepared by Lloyd E. Bevans, Co-ordinator, State Central Committee on Social Studies. Sacramento: California State Department of Education, May, 1956. Pp. 36 (mimeographed). Copies are available from Jay Davis Conner, Associate Superintendent of Public Instruction; and Chief, Division of Instruction.

was held in Sacramento on October 3-5, 1956. Outcomes from that meeting are summarized in this article according to the reports received from four subcommittees.

Subcommittee on Basic Concepts

This subcommittee reviewed the basic concepts section of the Progress Report, derived from eight social science disciplines,¹ and considered suggestions received through correspondence for changes needed to refine or otherwise improve this section of the report. Members of this subcommittee wish to thank all correspondents for the excellence of their suggestions in response to the invitation to study and to give their reactions to this section of the report.

Consideration was given by this subcommittee to the addition of other concepts from areas closely allied with social studies, generally those referred to in existing sections of the Education Code; such as, manners and morals and healthful living. Consideration was given also to suggestions received, for adding disciplines beyond the eight social science disciplines presently identified among the concepts considered essential to citizenship in our modern society. Careful study was given to all items of correspondence received, to determine if the suggestions are now embodied in the concepts or if further revision and extension of the concepts section of the report is needed. Reference to a specific item will indicate the nature of the suggestions received and the subsequent action taken by the Central Committee regarding it: one correspondent suggested that concepts relating to individual psychology be included, as well as those relating to social psychology. This suggestion received favorable consideration by the Subcommittee on Basic Concepts and was recommended to the State Central Committee as a change which should be made in the statement presently labeled social psychology.

The subcommittee considered carefully the steps ahead that are indicated in the Progress Report. A beginning was made on the next step confronting this subcommittee, which is integrating the concepts based upon eight separate social science disciplines into one meaningful classification upon which a statement for social studies might be formulated. Work on this phase of the subcommittee's responsibility is to continue until January.

Among other items presented by this subcommittee, and acted upon favorably by the Central Committee is the recommendation that opportunity be extended to social scientists and educators for group study and reaction to items contained in the Progress Report. Additional social scientists are to be invited on an individual basis to analyze the concepts from their respective disciplines and communicate the outcomes of

¹ Ibid., p. 10 (the respective disciplines listed are anthropology, economics, geography, history, philosophy, political science, social psychology, and sociology).

their study to the Central Committee. Social scientists may wish to give additional attention to the list of concepts derived from their respective disciplines in regional and statewide meetings of their professional organizations. Likewise, teachers, supervisors, and administrators are to be invited, through superintendents of schools, to group study the Progress Report, and to communicate their ideas to the Central Committee. The emphasis at this time on group study is not intended to preclude individuals from further opportunity to study and react to the material in the Progress Report.

Subcommittee on Growth and Development—Principles of Learning

This subcommittee continued to refine its statement on growth and development, identifying those characteristics which describe children and youth at various stages of growth during their period of enrollment in the public school system, kindergarten through junior college. Prior to the October meeting of the Central Committee, this subcommittee had prepared a preliminary statement describing growth and development during early childhood, later childhood, early adolescence, later adolescence, and early adulthood. The preliminary statement was sent to selected specialists in growth and development in 27 colleges and universities in California for their critical review and suggestions. At the October meeting of the Central Committee, this subcommittee revised its preliminary statement by reference to suggestions received from the participating specialists. Discussion within the subcommittee revealed the need for additional data pertinent to certain levels of growth before the statement can be prepared in completed form.

Before the January meeting of the Central Committee, an interim committee made up of members of the Central Committee and curriculum specialists from representative public school systems will meet with a group of specialists from colleges and universities to gather additional data and to evaluate the data already collected. The statement on growth and development is to be edited and otherwise refined, to put it in completed form at the January meeting of the Central Committee.

This subcommittee is also charged with responsibility for summarizing the research data relative to learning. It is now planned that specialists in learning are to be invited to meet with members of this subcommittee at the January meeting. The members of this subcommittee and the participating specialists from colleges and universities will identify the steps ahead to carry out this phase of the subcommittee's responsibility.

Subcommittee on Summer Workshops.

This subcommittee is desirous of working with college and university personnel to establish sufficient opportunity in California for all districts to be represented in a workshop at one or more colleges or universities during the summer of 1957. The workshops will provide

opportunity for the personnel of colleges and universities as well as of cities, counties, and districts to upgrade individual programs of social studies, and to contribute to the work of the Central Committee. The workshops will provide school districts with opportunity to study and shape their social studies programs toward outcomes to be included in a new framework for social studies in California. The workshops will provide participants with a series of activities related to, and the time needed for the study of factors involved in planning and organizing a modern program of social studies. No means short of devoting the time required, and concentrated study, can achieve this outcome. Any investment made by districts to insure representation in one or more of these workshops will bring manifold returns on its investment.

This subcommittee recommended that correspondence be carried on with city, county, and district superintendents of schools to apprise them of the opportunities that will be offered during the summer of 1957 and to ask for their co-operation with the Central Committee in upgrading this important area of the public school curriculum. The understanding and application of best procedures within a carefully prepared framework for the social studies will help to bring about unity of effort for the achievement of common goals in education without forcing a mold of conformity upon school districts. Education for the development of civic responsibility in a democracy such as ours is an obligation assumed readily by every conscientious administrator.

The following colleges and universities are now planning to hold workshops in social studies during the summer of 1957.¹

Chico State College
Claremont Graduate School (planned jointly with La Verne College) *
College of the Pacific
Fresno State College
George Pepperdine College (planned jointly with the University of Southern California)
Humboldt State College
La Verne College (planned jointly with Claremont Graduate School) *
Long Beach State College
Los Angeles State College
Loyola University
Mount Saint Mary's College (planned jointly with the University of California, Los Angeles)
Occidental College
Sacramento State College (with the participation of the University of California, Davis)
San Francisco State College
San Jose State College
University of California, Berkeley
University of California, Los Angeles (planned jointly with Mount Saint Mary's College)

¹ Colleges and universities accredited for teacher education in California not listed here are aware of this study. Due to the need for only a limited number of workshops during the summer of 1957, some of the colleges and universities decided to offer workshops during 1958, instead of during 1957.

* With the participation of the University of California, Riverside.

University of California, Santa Barbara College
University of Redlands (with the participation of the University of California, Riverside)
University of San Francisco
University of Southern California (planned jointly with the George Pepperdine College)

Subcommittee on Agenda

This subcommittee recommended that time be set aside during the January meeting for the Central Committee to decide upon criteria applicable to curriculum planning and development. Before the January meeting an interim committee is to do preliminary work on this phase of the Central Committee's responsibility. Also scheduled for the January meeting is the consideration of an organizational pattern for teaching the social studies.

It was recommended by the subcommittee that all colleges and universities accredited for teacher education in California be invited to propose suggestions for organizational patterns which reflect the thinking of the faculty members who are specialists in social studies. In addition, materials on the subject from sources throughout the nation are to be gathered from those states and school districts where work has been done recently to upgrade social studies.

The subcommittee also recommended that prior to the January meeting of the Central Committee, a beginning be made in the identification of steps to follow in bringing about revision of those sections in the Education Code and the California Administrative Code which pertain to social studies, and which are in need of revision to bring them in line with recommendations of the Central Committee regarding the social studies program in California.

STATE CENTRAL COMMITTEE ON THE SOCIAL STUDIES

SUPERINTENDENTS OF SCHOOLS

J. FREDERIC CHING, Superintendent of Schools, Salinas.
JOHN B. CROSSLEY, Superintendent, Ventura Union High School District.
LUCILLE GANSBERG, Superintendent of Schools, Lassen County, Susanville.
W. NORMAN WAMPLER, Superintendent, Bellflower Unified School District.

DIRECTORS OF INSTRUCTION

AVERILL CHAPMAN, Director, Curriculum Branch, Division of Instructional Services, Los Angeles Public Schools.
MARTHA K. MCINTOSH, Assistant Superintendent in Charge of Elementary Schools, San Diego City Unified School District.
FRED ZANNON, Assistant Superintendent, Santa Monica Unified School District.

SUPERVISORS AND CO-ORDINATORS OF INSTRUCTION

NEVA C. HAGAMAN, Supervisor of Elementary Education, Long Beach Public Schools.
HOWARDINE HOFFMAN, Director of Elementary Education, Los Angeles County. (On sabbatical leave during 1956-57.)
CLEMENT LONG, Director of Secondary Education, Oakland Public Schools.
ARMEN SARAFIAN, Director of Secondary Education, Pasadena Public Schools.

PRINCIPALS

DONALD M. CLELAND, Director of Personnel Services, Santa Monica Unified School District.

WILLIAM R. DAWSON, Principal, Marysville Union High School.

KENNETH IMEL, Director Adult and Extension Education, San Diego Public Schools.

JAMES W. THORNTON, Jr., Vice-President, Orange Coast College.

HOWARD B. TINGLEY, Principal, Petaluma Junior High School.

CLASSROOM TEACHERS

DOROTHEA COX, Intermediate Grades, Mission Elementary School, Redlands.

VIRGINIA DANZY, Santa Rosa Junior High School.

HELEN C. DOBBAS, Chico Senior High School.

MARIO TARTAGLIA, Los Angeles City College.

(A representative of teachers in the primary grades is to be appointed.)

STATE DEPARTMENT OF EDUCATION

LLOYD E. BEVANS, *Co-Ordinator* of California Committee on Social Studies.

JAY DAVIS CONNER, Chief, Division of Instruction, *Chairman*.

HELEN HEFFERNAN, Chief, Bureau of Elementary Education

DONALD E. KITCH, Chief, Supplemental Education Services Section

FRANK B. LINDSAY, Chief, Bureau of Secondary Education.

WESLEY P. SMITH, State Director of Vocational Education.

The next meeting of the Central Committee is to be held in Los Angeles on January 16-18, 1957.

PRINCIPAL APPORTIONMENT OF THE STATE SCHOOL FUND, 1956-57

RAY H. JOHNSON, *Chief, Bureau of School Apportionments and Reports*

The Principal Apportionment of the State School Fund for the fiscal year 1956-57 was certified by the Superintendent of Public Instruction to the State Controller, State Treasurer, State Department of Finance, county auditors, county treasurers, and county superintendents of schools on September 24, 1956, in the amount of \$404,423,854. This apportionment was the fourth such apportionment since the Constitution was amended in 1952. Major revisions of the portions of the Education Code relating to apportionment were made in 1953, slight changes were made in 1954, and several further changes were made in 1955. This apportionment is very similar in plan and in formula rates to those made for each of the preceding three years. It includes basic state aid, state equalization aid, allowances for adults, and budget allowances for county school service funds. It constitutes the major state contribution for the support of the public school system, exclusive of the state colleges.

An analysis of this year's Principal Apportionment and comparative figures for last year, showing an increase this year of \$21,511,904 and the per cent of increase, is shown in the tabulation on page 438.

Additional allowances shown in the tabulation for elementary schools represent amounts allowed to certain recently reorganized school districts during the first five fiscal years in the case of unified school districts, or during the first three fiscal years of their existence in the case of union school districts. For the current fiscal year, this group includes 6 unified and 11 union school districts. These allowances are provided by law to protect such districts from sudden reduction of state aid which might otherwise result from the formation of larger operating units.

The amounts withheld from the apportionments for elementary schools as shown in the tabulation were withheld because of the employment last year of an insufficient number of teachers in small school districts, or necessary small schools in districts which maintain two or more elementary schools. "Small" in this connection means an average daily attendance of no more than 100. One teacher for each 25 units of a.d.a., or fraction thereof, is required by law for receipt of full equalization aid on the special foundation program for small schools. The full allowances are computed but the differences between the full allowance and the allowance on an a.d.a. basis for large schools is withheld pending receipt of information regarding employment of additional teachers on or before November 10 of the current fiscal year. If

additional teachers are employed, the amounts withheld or appropriate portions thereof, will be released in December.

<i>Level or Fund</i>	<i>Amount of Principal Apportionment</i>		<i>Per cent of increase</i>
	<i>1955-56</i>	<i>1956-57</i>	
Elementary schools			
Amount allowed by normal computations	\$278,240,663	\$295,747,093	
Additional allowances to certain reorganized districts	69,438	99,542	
Amounts withheld because of insufficient number of teachers	—179,926	—179,269	
Gross Total	\$278,130,175	\$295,667,366	6.3
Amounts withheld for a.d.a. in grades 7-8 in junior high schools	—25,733,494	—28,553,501	11.0
Net Total	\$252,396,681	\$267,113,865	
High schools			
Amounts allowed by normal computations	\$77,045,093	\$79,856,396	3.6
Amounts added for a.d.a. in grades 7-8 in junior high schools	25,733,494	28,553,501	
Total	\$102,778,587	\$108,409,897	
Junior colleges	17,336,968	18,287,297	5.5
County school service funds (budget allowances)	10,236,088	10,673,639	4.3
Correction of apportionments of previous fiscal years			
Excesses withheld	—441,433	—267,414	
Deficiencies added	605,059	206,570	
Total	\$382,911,950	\$404,423,854	5.6

The Principal Apportionment for 1956-57 for elementary schools, high schools, and junior colleges includes allowances as follows:

A. Basic state aid and related allowances

- 1) Allowances to county school service funds for direct education activities as follows:

	<i>A.d.a.</i>	<i>Amount</i>
emergency elementary schools	668	\$282,517
special training schools	2,590	964,600
juvenile hall elementary schools	668	197,796
physically handicapped pupils at secondary level	50	14,000
juvenile hall secondary schools	1,750	490,000
Total	5,726	\$1,948,913

- 2) Allowances to county school tuition funds for California pupils attending school in an adjoining state:

	<i>A.d.a.</i>	<i>Amount</i>
elementary school	18	\$2,160
high school	153	18,360
Total	171	\$20,520

3) Allowances of basic state aid to school districts:

	<i>A.d.a.</i>	<i>Amount</i>
an allowance of \$2,400, the constitutional minimum, to each of 218 elementary school districts which have less than 20 a.d.a.	2,826	\$523,200
other elementary districts	1,860,857	223,302,840
an allowance of \$2,400, the constitutional minimum, to one high school district which had less than 20 a.d.a.	18	2,400
other high school districts	521,561	62,587,320
junior college districts	100,486	12,058,320
Total	2,485,748	\$298,474,080

4) Grand Total 2,491,645 \$300,443,513

B. State equalization aid

This consists of allowances to compensate in part for the variations in district ability to support schools, provided the district made the required local effort as measured by the tax rate of the preceding fiscal year. State equalization aid is allowed as follows:

<i>Level</i>	<i>Number of districts</i>	<i>A.d.a.*</i>	<i>Amount apportioned</i>
elementary	1,113	1,688,741	\$70,473,980
high school	204	244,613	11,935,184
junior college	17	33,221	2,787,268
Total	1,334	1,966,575	\$85,196,432

There was also allowed an amount of \$99,542 as additional equalization aid at the elementary school level for certain recently reorganized school districts to compensate such districts in whole or in part for the loss in state apportionments during their first years of existence by reason of the formation of larger operating units.

Allowances of state equalization aid computed for certain small elementary schools and small school districts were withheld in cases where insufficient numbers of teachers were employed during the Fiscal Year 1955-56. The total sum of \$179,269 was withheld for possible release in December, 1956.

C. Allowances for adults

These allowances were made for the a.d.a. of adults, as defined by Education Code Section 9700.1, at a rate not less than \$120 per unit of a.d.a. nor exceeding \$200 per unit of a.d.a., the actual unit rate for each district being determined by the unit rate of state equalization aid computed for the district on the a.d.a. of the district exclusive of the a.d.a. of adults, as follows:

<i>Level</i>	<i>A.d.a.</i>	<i>Annual unit rate</i>	<i>Amount</i>
high school	35,552	\$135.27	\$4,809,132
junior college	24,981	137.77	3,441,709
Total	60,533		\$8,250,841

D. Budget allowances to county school service funds

Budget allowances to county school service funds were made for the supervision of instruction in a total amount of \$2,062,364, and for other purposes in the amount of \$8,611,275, a total of \$10,673,639. The amount of \$2,399,047 available for supervision of instruction exceeded the amount allowed by \$336,683. In

* Excluding adults as defined in Education Code Section 9700.1.

accordance with authority contained in the 1955 changes in the law, the allowances for other purposes represent the maximum amount permitted by law after deducting certain amounts. A deduction of \$500,000 was made for reimbursement of county school service funds as needed later in the fiscal year for approved emergency purposes as such emergencies may materialize.

- E. Allowances for correction of apportionments of previous fiscal years
As required by law, recomputations of state equalization aid have been made for those districts for which the actual amount of Federal aid under Public Law 874, Section 3, of the fiscal year 1954-55 differed from the estimates employed a year earlier. In addition, recomputations of apportionment have been made for all types of apportionments of previous fiscal years where the amount previously computed has been found to be incorrect because of the employment of incorrect data or for any other reason. Adjustments are limited to amounts of \$100 or more and are not made for corrections older than the third preceding fiscal year. These adjustments are withheld from this year's apportionment in those cases where the previous apportionments were in excess of the correct amounts and, correspondingly, deficiencies in previous apportionments are added to this year's apportionment. The net total of excesses withheld is \$60,844.

State total a.d.a. in the public schools during the preceding fiscal year is the main factor in the determination of the amount of the State School Fund for each fiscal year. A.d.a. in individual districts is the most important single factor in the computation of apportionments. State totals of a.d.a. in graded and ungraded classes, by level, for the past two fiscal years are shown in the following tabulation:

Level and category	Grades	Average daily attendance		Per cent of increase
		1954-55	1955-56	
Elementary schools	K-8	1,738,531	1,867,627	7.4
High schools	9-12			
Adults as defined in E.C. 9700.1		35,121	35,552	
Classes for adults in state institutions		2,635	—	
Other		487,441	523,532	
Total high schools		525,197	559,084	6.5
Junior colleges	13-14			
Adults as defined in E.C. 9700.1		22,353	24,981	
Classes for adults in state institutions		1,545	—	
Other		93,478	100,486	
Total junior college		117,376	125,467	6.9
Grand total a.d.a. for state apportionment		2,381,104	2,552,178	7.2

The average daily attendance in grades 7 and 8 in junior high schools during the fiscal year 1955-56 was 195,556. The apportionments computed for elementary school districts at elementary school formula rates amounted to a total of \$28,553,501. The withholding of an amount from an elementary school district and the addition of this amount to the apportionment for a high school district constitutes a partial discharge of the obligation of the elementary school district to the high school district for the fiscal year of apportionment of the tuition transfer required to be paid by the elementary school district to the high school district under the provisions of the Education Code. The average annual unit rate of apportionment for this attendance was \$146.01.

Provisions of Education Code Section 7091 relate exclusively to those school districts which maintained only one elementary school during the preceding fiscal year and in which there was an a.d.a. of less than 101, exclusive of a.d.a. in junior high school grades 7 and 8. This section does not apply to any school district which was formed on or before July 1, 1925, and for which there was levied during the preceding fiscal year a tax of not less than five cents less than the maximum permitted under Education Code Section 6357. Furthermore, the section does not apply to any school district which meets the statutory formula of necessity with respect to the distances that certain numbers of pupils would be required to travel to the nearest other public elementary school. The section does apply this year to 144 school districts with respect to the computation of state equalization aid. However, 101 of these districts did not qualify for equalization aid, either in terms of tax rate eligibility for equalization aid or by actual employment of the statutory formulas. For two such districts, use of the alternate formula (\$232 per a.d.a. under the foundation program, and 80 cents computation tax) resulted in a greater amount of equalization aid than the small school formula, and the new computation resulted in no change from the amount that would otherwise have been apportioned. The remaining 41 districts were allowed this fiscal year the amount of basic state aid plus state equalization aid computed by using \$212 per a.d.a. for the computation of foundation program plus only 60 per cent of the additional amount that would be allowed by the use of the small school formula. This resulted in a reduction of state equalization aid for these districts in a total amount of \$23,388.

Under the provisions of law an Advance Apportionment made up of basic state aid for school districts and allowances to county school service funds for the direct educational activities financed by such funds was certified to the Controller in the amount of \$300,389,126 on August 3, 1956. As directed by law, the Controller issued warrants during the months of August and September to each county in the amount of one-tenth of the Advance Apportionment for that county. The amount of the Principal Apportionment less the total of the two advance payments will be disbursed by the Controller during the remaining nine months of the fiscal year, October, 1956, through June, 1957; one-tenth of the remainder will be disbursed in each of those nine months, and during the month of November, 1956, or such other month in the fiscal year as may be selected by the Controller, there will be disbursed an additional one-tenth of that remainder.

The State School Fund for this fiscal year is estimated to amount to \$459,392,040. This represents \$180 for each of the 2,552,178 units of a.d.a. in the public schools last year. To this total will be added the amount required for apportionment to school districts for 75 per cent of

the approved excess expense of automobile driver training, an amount estimated in the State Budget at \$1,369,000. The remainder of the State School Fund, \$54,968,186, plus the amount required for apportionment for 75 per cent of the approved excess expense of automobile driver training, will be apportioned in at least three separate apportionments during the current fiscal year. The remaining apportionments will include:

A. Special Purpose Apportionment, scheduled for December 10, 1956

This will include 1) a release of amounts previously withheld, to the extent justified by the employment of additional teachers for small elementary schools; 2) reimbursement of approved excess expense for physically handicapped and mentally retarded minors; 3) reimbursement for transportation of certain exceptional minors; 4) reimbursement for pupil transportation; and 5) reimbursement of 75 per cent of approved excess expense for pupils instructed in automobile driver training.

A maximum of \$17,610,028 is reserved for this apportionment in accordance with the schedule set forth in the apportionment law. In addition, a maximum of \$179,269 withheld from the Principal Apportionment, may be released. A further addition of the amount required for excess expense of automobile driver training estimated at \$1,369,000 makes an estimated maximum total of \$19,158,297 for the Special Purpose Apportionment on December 10, 1956.

B. First Period Apportionment for Growth, scheduled for February 20, 1957

A maximum of \$12,250,454 may be apportioned at that time.

C. Second Period Apportionment for Growth, scheduled for June 24, 1957

An amount of \$18,375,682 is reserved by law for the Second Period Apportionment for Growth, if needed; and this amount may be augmented by any portion of the amount reserved, but not actually needed, for the First Period Apportionment for Growth.

D. Apportionments for the Reimbursement of County School Service Funds

Apportionments will be made as needed during the fiscal year for the reimbursement of county school service funds, based upon claims filed by county superintendents of schools not later than June 10, 1957, for approved emergency purposes, when and to the extent such emergencies have materialized, in a total amount of not more than \$500,000.

Note: At the time of the Principal Apportionment, there was a remainder, not including the amounts withheld for specific purposes as previously explained, from the amount available for apportionment to school districts but not actually required, of \$6,052,753. This amount will be apportioned during the fiscal year in accordance with the requirements of Education Code Sections 7118 and 7119, in accordance with the order of priority stipulated in the latter section.

E. Final Apportionment, scheduled for June 25, 1957

This will be an additional allowance of equalization aid to school districts which received equalization aid in the Principal Apportionment made on September 24, 1956, if there are any unused remainders of any amounts reserved by law for previous apportionments but not needed for actual allowances.

The following schedule presents the sources of estimated monthly disbursements to be made from the State School Fund under the provisions of Education Code Section 5202 for the fiscal year 1956-57.

August, 1956	\$30,038,912.60
One-tenth of Advance Apportionment	
September, 1956	30,038,912.60
One-tenth of Advance Apportionment	
October, 1956	34,434,602.88
One-tenth of the difference between Principal Apportionment (\$404,423,854) and the two Advance Apportionments (\$60,077,825.20)	
November, 1956	68,869,205.76
Two-tenths of the difference as explained for October above	
December, 1956	42,097,921.68
Four-tenths of Special Purpose Apportionment (\$7,663,318.80) ¹ plus the one-tenth difference explained for October (\$34,434,602.88)	
January, 1957	36,350,432.58
One-tenth of Special Purpose Apportionment (\$1,915,829.70) plus the one-tenth difference explained for October (\$34,434,602.88)	
February, 1957	48,600,886.58
First Period Growth Apportionment (\$12,250,454) plus the one-tenth difference explained for October (\$34,434,602.88) plus one-tenth of Special Purpose Apportionment (\$1,915,829.70)	
March, 1957	36,350,432.58
Same as explained for January	
April, 1957	36,350,432.58
Same as explained for January	
May, 1957	36,350,432.58
Same as explained for January	
June, 1957	60,778,867.58
Same as explained for January (\$36,350,432.58) plus Second Period Growth (\$18,375,682) plus Final Apportionment (\$6,052,753)	
Any month as needed	500,000.00
\$500,000 ² reserved for Emergency Apportionment to County School Service Funds	
Total State School Fund	\$460,761,040.00
(including state budget estimate for driver training)	

¹ The actual amount of reimbursement for driver training included in the Special Purpose Apportionment may differ from the state budget estimate of \$1,369,000 included in these estimates.

Elementary districts may not hire a sufficient number of teachers in order to receive the entire amount of \$179,269 withheld when computing the Principal Apportionment. The difference, if any, will be added to the estimated \$6,052,753 to be apportioned as a part of the Final Apportionment in June.

² If any of the \$500,000 for emergency purposes is not apportioned during the period preceding the Final Apportionment, it will be added to the amount of \$6,052,753 estimated as the Final Apportionment.

Departmental Communications

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

RECENT PUBLICATIONS OF THE STATE DEPARTMENT OF EDUCATION

Teachers for To-Morrow's Children: A Study of the Supply of and Demand for Certificated Personnel in California Public Schools, 1955-56, with Forecast for 1965-66. Bulletin of the California State Department of Education, Vol. XXV, No. 2, June, 1956. Pp. viii + 46.

This bulletin reports the eighth annual study of the supply of and demand for certificated personnel in the public schools of the state. The information and recommendations contained in it are basic to the program of teacher recruitment being conducted at state and local levels.

Copies have been distributed to county, city and district superintendents of schools, principals of elementary and secondary schools, other administrative and supervisory personnel, and to selected organizations interested in teacher recruitment.

Guide for Planning and Equipping Industrial Arts Shops in California Schools. Prepared by the California Industrial Arts Shop Planning Committee. Sacramento 14: California State Department of Education, 1956. Pp. viii + 40.

Educational specifications for the housing and layout of industrial arts shops, detailed shop plans, and lists of the major kinds and quantities of equipment used in California public schools, are presented in this publication. The material in the guide is based upon surveys of practices and standards concerning industrial arts education.

Copies have been distributed to county, city, and district superintendents of schools and to personnel of industrial arts departments in junior and senior high schools and day junior colleges. The price is 50 cents per copy, plus sales tax on California orders.

The Unified School District in California: A Co-operative Study by Members of the Staff of the Department of Education, University of California, Berkeley, and the California State Department of Education. Bulletin of the California State Department of Education, Vol. XXV, No. 6, September, 1956. Pp. x + 116.

The study reported in this bulletin was made possible by a grant of research funds through the Department of Education, University of California, Berkeley. It deals with the problems and responsibilities of unified school districts, and with legal provisions relating to their unification; with districts unified under the coterminous law of 1935; and with recommendations relating to the observations made in the report. Separate chapters are devoted to the Dixon, Hilmar and Mariposa Unified School Districts.

Copies have been distributed to county, city and district superintendents of schools, principals in districts without superintendents and to members of county committees on school district organization.

Handbook on California Cumulative Records. Prepared by the State Committee on Cumulative Records with the Assistance of Staff Members of the California State Department of Education. Bulletin of the State Department of Education, Vol. XXV, No. 5, July, 1956. Pp. x + 30.

The purpose of this handbook is to aid professional personnel to develop adequate cumulative records and use them effectively. It describes the characteristics of good cumulative records, with particular reference to the California Cumulative Record, a systematic means of recording data about pupils throughout their attendance at school. The use of uniform cumulative records facilitates the proper placement of pupils within their new schools, and shortens the time required by teachers to become familiar with information that is basic to effective instruction and guidance.

Copies have been distributed to county, city and district superintendents of schools, principals of elementary and secondary schools, and to other supervisory and administrative personnel. The price is 20 cents per copy plus sales tax on California orders.

Directory of Administrative and Supervisory Personnel of California Public Schools, 1956-57. Bulletin of the California State Department of Education, Vol. XXV, No. 7, October, 1956. Pp. vi + 224.

This annual directory, compiled by the Bureau of Education Research, contains the membership of the State Board of Education, Teachers' Retirement Board, Commission of Credentials, State Curriculum Commission, and the professional staff of the State Department of Education. It also contains lists of the county and district superintendents of schools and their administrative and supervisory staff members, the schools in each district, and the principal of each school.

Copies of the directory have been distributed to administrative and supervisory personnel and their staff members. The price to others is \$1.00, plus sales tax on California orders.

Teachers Guide to Education in Early Childhood. Compiled by the Bureau of Elementary Education, State Department of Education, under the direction of the State Curriculum Commission. Sacramento 14: California State Department of Education. Pp. xxii + 754.

This book presents for teachers, administrators, supervisors, specialists, and other professional personnel who are responsible for the program of education in the kindergarten and primary grades the philosophy underlying modern education in the public schools, a discussion of the principles of child growth and development that need to be understood and employed to make the education of young children most effective, and considerable detail regarding the teaching procedures that may be used in carrying out the philosophy of education in the modern school. It is illustrated with nearly 250 photographs and contains numerous drawings, diagrams, charts, outlines, and other textual aids; extensive bibliographies; and lists of audio-visual materials. The final chapter includes five units of work for young children.

Copies of this guide have been distributed to county and city superintendents of schools, and superintendents of elementary school districts. Copies will be furnished without charge to all elementary school principals, directors and supervisors of instruction in the kindergarten and primary grades, and to kindergarten and primary grade teachers. Requests for these copies should be submitted to the Bureau of Textbooks and Publications by the superintendent of the district in which they are to be used or by the county superintendent of schools if the district does not have a superintendent. The guide may be purchased for \$2.50 per copy, plus sales tax on California orders.

Mathematics in California Public High Schools. Prepared by the Bureau of Secondary Education. Bulletin of the California State Department of Education, Vol. XXV, No. 4, July, 1956. Pp. viii + 54.

This bulletin contains an analysis of data presented in the 1954 October Report of High School Principal in a section devoted to enrollment and course content in mathematics. The information is basic to an evaluation of courses and programs of mathematics now being given in the junior, senior, and four-year high schools.

Copies have been distributed to county, city and district superintendents of schools, and to superintendents of districts maintaining secondary schools. The price is 35 cents per copy, plus sales tax on California orders.

ADDITIONS TO LIST OF HIGH SCHOOL TEXTBOOKS

REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the October, 1956, issue of *California Schools*.

BUSINESS		Prices	
		New	Exchange
Typewriting			
Holland, <i>Speed and Accuracy Builder</i> , fifth edition (1956) _____ Rowe		\$1.35	\$1.26
ENGLISH			
Composition and Grammar			
Shane, Ferris and Keener, <i>Good English Series</i> (1956) _____ Laidlaw			
<i>Growth in Good English</i> [Grade 7] _____		1.95	1.91
<i>Using Good English</i> [Grade 8] _____		1.95	1.91
Spelling			
Almack, Staffelbach & Williams, <i>The New Stanford Speller</i> (1954) _____ Laidlaw			
Consumable edition _____			
Grade 7 _____		.51	.50
Grade 8 _____		.51	.50
Nonconsumable edition _____			
Grade 7 _____		.93	.91
Grade 8 _____		.93	.91
FRENCH			
Spink & Millis, <i>French Storybook Grammar</i> (1956) _____ Ginn		2.88	2.81
MATHEMATICS			
Arithmetic and General Mathematics			
Betz & Others, <i>Everyday General Mathematics</i> (1956) _____ Ginn			
Book One _____		2.37	2.31
Book Two _____		2.46	2.40
Algebra			
Hawkes, Luby & Touton, <i>First-Year Algebra</i> , new edition, Elementary Course (1956) _____ Ginn		2.18	2.12
Welchons & Krickenger, <i>Algebra: Book One</i> , Elementary Course (1956) _____		2.62	2.56

MUSIC

	New	Prices Exchange
Music Appreciation and History of Music		
Burk, Meierhoffer & Phillips, <i>America's Musical Heritage</i> (1956) _____ Laidlaw	\$2.56	\$2.51

SOCIAL STUDIES

Civics and Citizenship		
Blough & Switzer, <i>Fundamentals of Citizenship</i> (1954) _____ Laidlaw	2.24	2.20

DIVISION OF PUBLIC SCHOOL ADMINISTRATION

RONALD W. COX, Assistant Division Chief

GROUNDING ELECTRICAL EQUIPMENT

Grounding of electrical motors, regardless of size, whether fixed or portable, is required by state law. Sections 2383 and 2400 of Title 8, California Administrative Code, relating to Electrical Safety Orders read, in part, as follows:

Article 7. Grounding

2383. *Methods of Grounding.* (f) Portable Equipment. Noncurrent-carrying metal parts of portable equipment shall be grounded in any one of the following ways:

(2) By means of a grounding conductor run with the circuit conductors in cable assemblies or flexible cords, provided an approved multiprong plug or equivalent is used, one prong for the purpose of connecting such grounding conductor to the grounded metal raceway or cable armor; this conductor may be uninsulated but if an individual covering is provided for this conductor, it shall be finished to show a green color. An additional contact shall be provided in the receptacle for grounding purposes.

Article 8. Rotating Machinery and Its Control Apparatus

2400. *Grounding.* (a) General. Exposed noncurrent-carrying metal parts of motors, generators and control equipment (such as frames of motors and control panels, operating levers, and casings of controllers, switches, and so forth shall be permanently grounded as required in Article 7 under the following conditions:

(2) All motors (whether fixed or portable) regardless of voltage, in all locations where exposed ground surfaces (such as metal frames of other machines, plumbing fixtures, grounded pipe or conduit, and conducting floor or walls) exist within the reach of persons when touching the metal parts under consideration. Grounded surfaces within five feet horizontally of the parts considered and within eight feet vertically of the floor or working platform are considered as being within reach.

The District Safety Engineer of the Department of Industrial Relations states that for the purpose of interpreting what constitutes a "conducting floor" (in Article 8), Section 2400, all concrete floors, whether covered or not, must be considered as conducting floors unless proven otherwise.

The Electrical Safety Orders apply to all school districts. Failure to comply with these provisions of the California Administrative Code is construed as a misdemeanor; and constitutes wilful neglect if it leads to injury or death.

Consulting engineers in private industry as well as in the Division of Architecture, Department of Public Works, and in the Division of Industrial Safety, Department of Industrial Relations, agree that the grounded type of plug and receptacle is to be recommended for use in electrical utilization equipment. Model 5252 is the standard receptacle used throughout the electrical industry except for General Electric's Model 4065-1. Since most new equipment is being manufactured with plugs to fit the standard receptacles, and since Underwriters' Laboratory will not approve certain electrical tools unless so equipped, it is suggested that motor-driven equipment to be purchased in the future be fitted with three-wire cordage and grounding plugs. This suggestion would include all electric-motored items used in school buildings, such as: (1) audio-visual education equipment; (2) business and office machines; (3) shop tools; (4) craft tools; (5) building, floor, and grounds maintenance equipment; (6) food mixers, sewing machines, and other home economics equipment; and (7) agricultural education equipment.

It is further suggested that grounded receptacles be specified in new construction, and that ungrounded receptacles which may be hazardous in existing structures be replaced with the necessary cord, plug and grounded receptacle changes.

The statement: "Must comply with Electrical Safety Orders, Sections 2383 and 2400, Title 8, California Administrative Code," entered on purchase orders for electrical equipment should protect school districts from paying the expense of converting two-wire equipment to three-wire, in the event that dealers supply two-wire equipment in error.

APPOINTMENTS TO STAFF

CARL A. LARSON has been appointed Specialist in Teacher Education, a position formerly held by James C. Stone, who is now Director of Teacher Education at the University of California, Berkeley.

Dr. Larson holds a Bachelor's Degree from Central Michigan College, a Master's Degree from the University of Michigan, and a Doctor's Degree from Stanford University. At the time he was appointed Specialist in Teacher Education he was Consultant in Education Research, Bureau of Education Research. In this position he had wide experience working in California schools on educational problems faced by school administrators, personnel in teacher training institutions, and teachers in the public schools. He has had experience as a teacher, director of guidance, and principal in Michigan public schools and taught during summer sessions in Sacramento State College. During World War II he served four years in the United States Coast Guard.

DWIGHT RALPH CRUM has been appointed Regional Supervisor of Business Education with headquarters in Berkeley. Mr. Crum holds a Bachelor's and a Master's degree from Illinois State Normal University

and has done graduate work in business education at the University of California, Berkeley.

For two years preceding his appointment Mr. Crum was Co-ordinator of Work Experience in the Acalanes Union High School District, a position to which he came from Streator, Illinois, where he was Co-ordinator of Work Experience in the high school district.

CHARLES POE DRAKE has been appointed Rehabilitation Counselor in the San Bernardino branch office of the Bureau of Vocational Rehabilitation.

BERNARD W. BAIL, M.D., has been appointed Psychiatric Consultant in the Los Angeles District of the Bureau of Vocational Rehabilitation.

DALE P. WREN has been appointed Administrative Assistant to the Superintendent of Public Instruction. Dr. Wren received his Bachelor's Degree from San Jose State College and his Master's and Doctor's degrees from Stanford University. Prior to accepting the position with the State Department of Education, he was Assistant Professor of Business Administration at Sacramento State College, where his duties were divided between teaching and administration. He has also held the positions as Assistant Professor of Education at Stanford University, Educational Planning Consultant, Washington State Department of Education, and as a high school teacher and administrator. He served four years in the United States Air Force.

LAWRENCE E. KOEHLER has been appointed Consultant in Adult Education, Division of Instruction, effective October 1, 1956. Mr. Koehler holds a Bachelor's Degree from Muskingum College in Ohio, and a Master's Degree in education from the University of California, Berkeley. He has had extensive teaching and administrative experience at the high school, adult education, and state college levels. Prior to acceptance of the position with the State Department of Education he was principal of the Alameda Adult School, Alameda, California.

EDGAR B. WICKLANDER has been promoted from the position of Associate Budget Analyst, Division of Public School Administration, to that of Assistant Bureau Chief, School Apportionments and Reports, effective October 16, 1956. Mr. Wicklander holds a Bachelor's Degree from Sacramento State College. He has served in various state departments in the field of government finance and accounting since 1936, and has been with the State Department of Education since 1947.

IN MEMORIAM

ALLEN KEIM passed away suddenly at his home in Arden Park, Sacramento, Friday, October 12, 1956.

Mr. Keim spent his life in California education as a teacher, administrator, and for the past seven years as a field representative in the State Department of Education.

Expressions emanating from school district administrators and county superintendents of schools with whom he worked, clearly indicate the esteem in which he was held.

"We deeply regret Mr. Keim's passing and will sorely miss his sincere friendship and helping hand."

Interpretations of Law

Applicable to Schools

LAURENCE D. KEARNEY, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINIONS OF THE DISTRICT COURTS OF APPEAL

Time for Filing Claims Against a School District

In an action against a school district by a pupil for injuries to his left eye incurred when he was 11 years old and resulting from alleged negligence of a school district, the district is not estopped to assert the defense that a claim was not filed with the district within the 90-day period provided by Education Code Section 1007 when the evidence shows that the claim was not filed until 92 days after the injury and that during the 90-day period the pupil was ambulatory, could see out of his right eye, and was able to counsel intelligently with his parents. Section 1007 is applicable to minors. Although upon a proper showing of mental or physical incapacity to file a claim during the prescribed period the time may be extended during such incapacity, the evidence did not bring the plaintiff within this exception. (*Williams v. San Diego, etc., School District*, 143 A.C.A. 625.)

Relationship of Deputy District Attorney to School District and Estoppel Against District to Defend on Basis of Failure of Plaintiff-Client of Such Deputy to File Claim

When the guardian *ad litem* of a minor child injured as the result of alleged negligence fails to file a claim for damages on behalf of the child against the school district within the time required by Education Code Section 1007 and Government Code Sections 1980 and 1981, the claim is not barred by Government Code Section 2003 under the circumstances hereinafter related, and the district is estopped to assert as a defense the failure to file a claim within 90 days. The facts of the case are that the guardian *ad litem* employed the deputy district attorney to represent him in connection with the injury. The deputy district attorney did not inform the guardian of the child's rights against the district nor file a claim against the district in her behalf. The deputy district attorney, since he was the attorney for the district, had a duty to refuse to act and to advise the guardian to seek other counsel. The

guardian *ad litem* failed to file a claim on behalf of the child solely by reason of a breach of duty on the part of the deputy district attorney to give him complete and unbiased advice. Silence when there is a duty to speak, as well as affirmative action, may be ground for an estoppel.

The relation of the district attorney to his school district and an accused officer is akin to that of a private attorney to act for his client in matters of a designated class. Government Code Section 24100 provides that a deputy district attorney is included within the duties prescribed. The fact that suit had not been filed and the district attorney had not been directed to defend it had no bearing upon the status of the deputy attorney general as attorney for the district. (*Dettamanti v. Lompoc Union School District*, 143 A.C.A. 811.)

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

Salary Payable to Teacher on Temporary Military Leave

Where the conditions stated in Military and Veterans Code Sections 395 and 395.01 are satisfied, a certificated school district employee is entitled to his compensation as a public employee for the first 30 calendar days of temporary military leave. When under the terms of his contract his salary is established on an annual basis and payable in 10, 11, or 12 equal installments, the compensation payable to him for the year in which such leave is taken is "an amount that bears the same ratio to the established annual salary for the position as the time he serves bears to the annual school term" (Education Code Section 13835), plus one-tenth of his annual salary for the first 30 calendar days of temporary military leave. In determining under Section 13835 the "time he serves," the period of temporary military leave should not be counted.

It is not possible to reconcile completely and apply all of the provisions of Military and Veterans Code Section 395.01 and Education Code Sections 13835 and 13845. The solution reached does the least violence to the statutory language. (AGO 55-234; 28 Ops. Cal. Atty. Gen. 83.)

Readers for Blind Students Attending Junior College

The Director of Education under the provisions of Education Code Section 16091 may furnish funds for reader services to a blind person in attendance at a junior college (grades 13 and 14) who is working for a degree or diploma therefrom. A junior college established pursuant to Education Code Section 8811 et seq. which offers courses of study for high school graduates and others deemed capable of profiting from the courses offered and which maintains standards adopted by the State Board of Education is a college within the meaning of Education Code Section 16091. (AGO 56-209; 28 Ops. Cal. Atty. Gen. 88.)

For Your Information

DIRECTORY OF CALIFORNIA TEACHER PLACEMENT AGENCIES, 1956-57

As a service to the public schools of California, and to other educational agencies and organizations, the Western Institutional Teacher Placement Association, maintained by accredited teacher-education institutions and the California Teachers Association, has compiled the following directory of teacher placement offices. Commercial agencies are not included.

Officers of the Western Institutional Teachers Placement Association for 1956-57 are the following: *President*, Eugene Dils, Placement Officer, Stanford University; *Secretary-Treasurer*, Henry C. Hall, Teacher Placement Bureau, University of San Francisco. Not all agencies listed are current members of the association.

CALIFORNIA TEACHER PLACEMENT AGENCIES

<i>Institution or Organization</i>	<i>Personnel of Placement Office</i>
ARIZONA STATE COLLEGE Tempe, Arizona Telephone: WO odland 7-3311 Extension 24	Robert F. Menke, <i>Director of Placement</i>
ARMSTRONG COLLEGE 2222 Harold Way, Berkeley, California Telephone: AS hberry 3-2500	J. Evan Armstrong, <i>Director of Placement</i> Esther P. Armstrong
CALIFORNIA COLLEGE OF ARTS AND CRAFTS 5212 Broadway, Oakland 18, California Telephone: OL ympic 3-8118 Extension 12	Elton M. Davies, <i>Director, Teacher Training</i>
CALIFORNIA STATE POLYTECHNIC COLLEGE San Luis Obispo, California Telephone: 2151	John E. Jones, <i>Placement Officer</i> Katherine Pyle, <i>Secretary</i>
CALIFORNIA TEACHERS ASSOCIATION 693 Sutter St., San Francisco 2, California Telephone: PR ospect 6-4110	Frank W. Parr, <i>Assistant Executive Secretary</i> Norma Ciochon Mrs. Mary Truffelli
CALIFORNIA TEACHERS ASSOCIATION, SOUTHERN SECTION 612 S. Figueroa St., Los Angeles 17, California Telephone: MA dison 9-3681	Carl A. Bowman, <i>Placement Director</i> Lelia C. Hughes (Miss) H. Olin Thornton Sara E. Garrett
CHAPMAN COLLEGE 766 N. Vermont Ave., Los Angeles 29, California Telephone: OL ympic 2903	Earl K. Hillbrand, <i>Professor of Education</i> Mary E. Dickison, <i>Secretary</i>

- CHICO STATE COLLEGE Lawrence T. Crawford, *Placement*
 Chico, California *Director*
 Telephone: FI reside 2-5671 Douglas Sundby, *Secretary*
- CLAREMONT COLLEGE Arthur B. King, *Director of Placement*
 Claremont, California *Dorothy Cochran, Secretary*
 Telephone: LY coming 5-1211
 Extension 213
- COLLEGE OF HOLY NAMES Sister Mary of St. Michael, *Director of*
 2036 Webster St., Oakland 12, *Placement*
 California
 Telephone: TE mplebar 2-0914
- COLLEGE OF THE PACIFIC Rollin C. Fox, *Director of Placement*
 Stockton, California
 Telephone: 4-2580
- FRESNO STATE COLLEGE J. W. Canfield, *Placement Director*
 Fresno, California *Mrs. Gean Howard, Secretary*
 Telephone: 4-4721
 Extension 86
- GEORGE PEPPERDINE COLLEGE Rex F. Johnston, *Director of Placement*
 1121 West 79th St., Los Angeles 44, *Mrs. Evelyn Emmert, Secretary*
 California
 Telephone: PL easant 3-1411
- HUMBOLDT STATE COLLEGE Albert W. Blood, *Director, Teacher*
 Arcata, California *Placement*
 Telephone: 435, Extension 87 *Mrs. Mary Lou Humphrey, Secretary*
- IMMACULATE HEART COLLEGE Sister Elizabeth Ann, *Director of Teacher*
 2021 N. Western Ave., Los Angeles 27, *Placement*
 California
 Telephone: HOLlywood 9-1447
- LA VERNE COLLEGE J. C. Brandt, *Associate Dean and*
 La Verne, California *Registrar*
 Telephone: 4-4241
- LONG BEACH STATE COLLEGE Jane Thompson, *Placement Officer*
 6201 E. Anaheim Road, Long Beach *Adelaide Scott, Secretary*
 15, California
 Telephone: HE mlock 4-3471
- LOS ANGELES STATE COLLEGE OF APPLIED
 ARTS AND SCIENCES Mrs. Carita Connor, *Co-ordinator Teacher*
 855 N. Vermont Ave., Los Angeles 29, *Placement*
 California
 Telephone: NO rmandie 3-3201
 Extension 320
- LOYOLA UNIVERSITY Rev. Darrell Finnegan, S.J., *Director of*
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 California
- MILLS COLLEGE Phyllis A. Warren, *Director of Placement*
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- OCCIDENTAL COLLEGE Roy G. Petrie, *Director of Teacher*
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- OREGON STATE COLLEGE Kathryn H. Smith, *Director of Teacher*
 Corvallis, Oregon *Placement*

- SACRAMENTO STATE COLLEGE _____ Palmer Graver, *Placement Officer*
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 mento 19, California
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 Luella Brozewich, *Secretary*
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 California
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 1600 Holloway Ave., San Francisco
 27, California
 Telephone: JU niper 4-2300
 Dorothy R. Davis, *Secretary*
- SAN JOSE STATE COLLEGE _____ E. W. Clements, *Placement Officer*
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 Extension 288
- STANFORD UNIVERSITY _____ Eugene W. Dils, *Director of Placement*
 Stanford, California
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 Extension 288
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Teacher and College Placement
- UNIVERSITY OF CALIFORNIA, BERKELEY _____ Lloyd D. Bernard, *Manager, Bureau of*
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 Extension 283
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 California
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 GR anite 3-0971
 Bureau of College and School Placement
 Rose Mary Gruby
 Mrs. Mary L. Backus
- UNIVERSITY OF CALIFORNIA, SANTA _____ E. L. Chalberg, *Placement Executive*
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 Goleta, California
 Telephone: 8-5711
 Extensions 2183, 2184
- UNIVERSITY OF REDLANDS _____ Jack B. Cummings, *Director*
 Redlands, California
 Telephone: 3-2121, Extension 65
 Mrs. Marjorie Herman, *Secretary*
- UNIVERSITY OF SAN FRANCISCO _____ Henry C. Hall, *Director of Teacher*
 2130 Fulton St., San Francisco 17,
 California
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 Extension 61
 Placement
 Mrs. Rosemary Moore, *Secretary*
- UNIVERSITY OF SOUTHERN CALIFORNIA _____ Edith M. Weir, *Director of Teacher*
 3518 University Ave., Los Angeles 7,
 California
 Telephone: RI chmond 2311
 Placement
- WHITTIER COLLEGE _____ John H. Bright, *Chairman, Department of*
 Whittier, California
 Telephone: OX ford 4-2095
 Education
 Mable Hinshaw, *Secretary*

TESTING PROGRAM FOR TEACHER EDUCATION INSTITUTIONS

The Educational Testing Service of Princeton, New Jersey, has announced the introduction of a New Teacher Education Examination Program which will be available for administration by institutions offering accredited programs in teacher education, beginning April 1, 1957.

The examinations, which were prepared by the test development staff of the Educational Testing Service, provide detailed measurement in various areas of professional knowledge and cultural background. Tests designed to measure competencies in specific teaching fields are included. The Service furnishes the testing material, scores the answer sheets, and provides each participating institution with score reports and summary data. Inquiries about the program should be addressed to J. E. Terral, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

PRIZE ESSAY ON ELEMENTARY SCHOOL TEACHING

A prize-winning essay, "The American Way to the Future—My Place in It", by Barbara Ann Riecken, a high school senior of Evansville, Indiana, won a \$500 scholarship for its author, who plans to become an elementary school teacher. The scholarship was the 1956 grand prize in a contest sponsored annually by the Evansville Manufacturers and Employers Association on the subject of the American system of free enterprise. In the hope that this essay may prove instrumental in leading other young people to choose teaching as a profession, the National Association of Manufacturers has made free copies of it available, upon request. Inquiries should be addressed to the National Association of Manufacturers, 2 East 48th Street, New York 17, N. Y.

EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF VETERANS

The National Child Welfare Division of the American Legion has published a booklet, *Need A Lift?* as a part of its program to insure care and protection for the children of veterans. Educational opportunities, scholarships, student loans, and other educational aids are listed in detail in this 68-page booklet. It also lists sources of educational assistance offered by departments of the American Legion and American Legion Auxiliary, by states.

Quantity orders may be secured at the cost of 10 cents each, from Scholarship Information Service, National Child Welfare Division, The American Legion, Indianapolis 6, Indiana.

EXAMINATION FOR FIELD REPRESENTATIVES IN PUBLIC SCHOOL ADMINISTRATION

A state civil service examination will be given in January, 1957, for the position of Field Representative, Division of Public School Adminis-

tration. Field Representatives are employed in this division in the Bureaus of School Planning, School District Organization, and Administrative Services. Several appointments from the list of successful candidates will be made.

Candidates should have at least three years of experience in school administration or supervision, including the preparation of school budgets, analysis of accounts and records, and school planning; or, three years of experience in school redistricting programs. To be eligible for an appointment the candidate must possess a California elementary or secondary administrative credential. The salary range is \$584-710.

Details about the examination, and application forms may be secured from the State Personnel Board, 801 Capitol Avenue, Sacramento, or the local State Personnel Offices in San Francisco or Los Angeles. Applications will be accepted until December 14, 1956.

WAR ORPHANS EDUCATIONAL PROGRAM

Studies of the American Legion Child Welfare Service indicate that there are about 14,000 children of veterans who lost their lives in military service, and who meet the eligibility requirements for the War Orphans Education Program for the school year, 1956-57. Educational opportunities available to the children of deceased veterans are outlined in a pamphlet entitled *Questions and Answers on The War Orphans Education Program*, published by the Veterans Administration Information Service, Washington 25, D. C. For information concerning this pamphlet or additional information related to the War Orphans Education Program application should be made to the Education and Scholarship Chairman of your local American Legion Post or American Legion Auxiliary Unit.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

<i>Dates, 1957</i>	<i>Organization and Event</i>	<i>Place</i>
April 13-14	California Elementary School Administrators Association, Executive Board Meeting	San Francisco
April 21-26	Association for Childhood Education, Study Conference	Statler and Biltmore Hotels, Los Angeles

Professional Literature

PUBLICATIONS RECEIVED

Assembly Guide for Secondary Schools. Bureau of Curriculum Research. Curriculum Bulletin 1954-55 Series, No. 11. Brooklyn 1, New York: Board of Education of the City of New York (110 Livingstone St.), 1955. Pp. vi + 52.

A Career for You. Prepared under the direction of Samuel D. Moskowitz, Coordinator of Teacher Recruitment. Brooklyn 1, New York: Board of Education of the City of New York (110 Livingstone St.), 1956. Pp. 20.

Citizenship Education Planning Guide. Bureau of Secondary Curriculum Development. Albany 1, New York: New York State Education Department, 1956. Pp. 62.

Directory for Exceptional Children. E. Nelson Hayes, editor. Boston 8: Porter Sargent, Publisher, 1956 (second edition). Pp. 248. \$4.00.

FOOTE, ESTELLE J., M.D. *Six Children.* Springfield, Illinois: Charles C. Thomas, 1956. Pp. x + 319. \$5.50.

HUGGETT, ALBERT J., and STINNETT, T. M. *Professional Problems of Teachers.* New York 11: The Macmillan Co., 1956. Pp. x + 468. \$5.25.

Machine Shop Practice for Vocational High Schools: A Syllabus. Prepared under the direction of Theodore Langenbahn. Curriculum Bulletin 1954-55 Series, No. 10. Brooklyn 1, New York: Board of Education of the City of New York (110 Livingstone St.), 1955. Pp. viii + 174.

SEAGOE, MAY V. *A Teacher's Guide to the Learning Process.* Dubuque, Iowa: Wm. C. Brown Co., 1956. Pp. vi + 310. \$4.00.

What We Like to Do: A Report by Fourth, Fifth and Sixth Grade Boys and Girls on What is Important to Them. Albany 1, New York: Physical Education Standards Project Bulletin 5. Division of Health and Physical Education of the New York State Education Department, 1954. Pp. 74.

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

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Term Expires
January 15

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(Unless otherwise indicated, all staff members may be reached at the State Education Building, 721 Capitol Avenue, Sacramento 14)

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CHILD WELFARE AND ATTENDANCE, E. R. Deering, Consultant

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LIBRARIES, Division of, Mrs. Carma R. Zimmerman, State Librarian, Library and Courts Building, Sacramento

MENTAL HYGIENE, Eli M. Bower, Consultant

MENTALLY RETARDED, EDUCATION OF THE, Eli M. Bower and Flora M. Daly, Consultants

PEACE OFFICERS TRAINING, John P. Peper, Special Supervisor

PHYSICAL EDUCATION, Genevieve Dexter, Consultant

PHYSICALLY HANDICAPPED CHILDREN, EDUCATION OF, Jane Stoddard, Consultant; Mrs. Beatrice Gore, Consultant, 809-E State Building, 217 W. First St., Los Angeles 12

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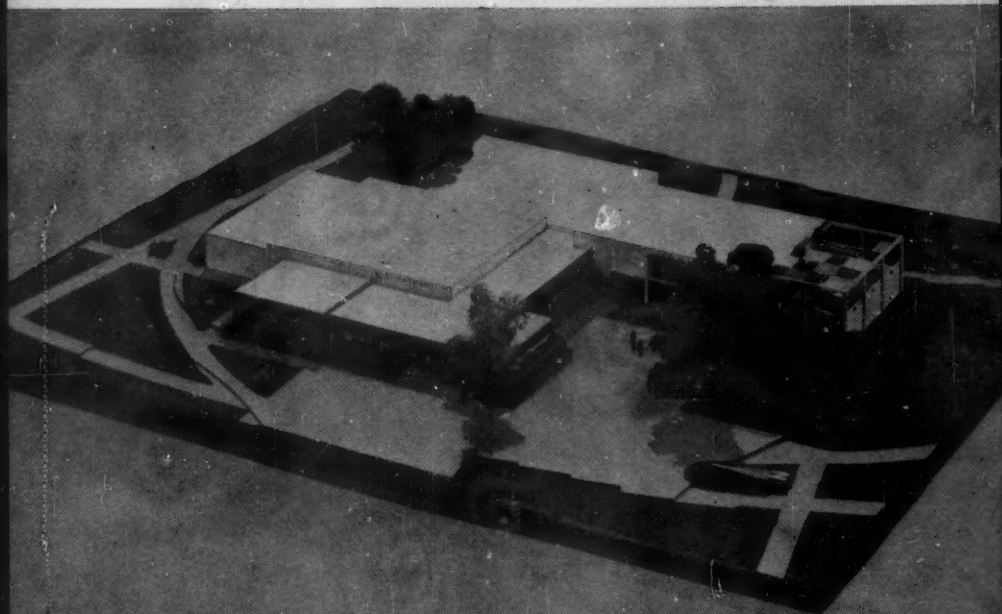
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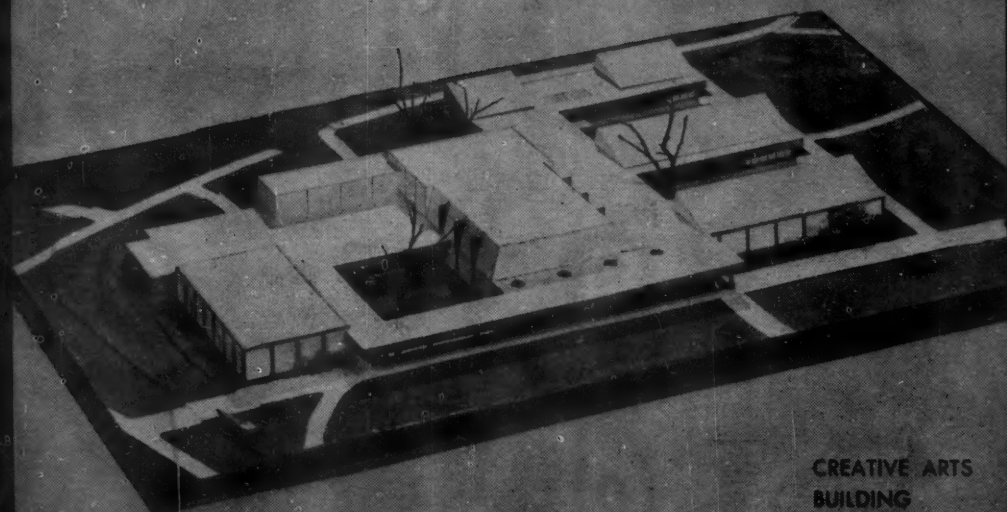
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